

GIRLINGTON PRIMARY SCHOOL

Child Protection, Safeguarding Policy & Procedures

Autumn 2016

Review Date:
Autumn 2017

NB This version of Policy will be retained for a period of 7 years from replacement.

Child Protection Policy for Girlington Primary School

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.” (*Working Together to Safeguard Children 2016*)

Girlington Primary School fully recognises its responsibilities for child protection and is committed to safeguarding and promoting the welfare of all its pupils.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2015, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2015 and Information Sharing 2015. The guidance reflects, ‘Keeping Children Safe in Education’ 2016 and our responsibilities with regard to the Prevent Strategy 2011.

Girlington Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding, protecting and Promoting Children’s Welfare and this policy should be read in conjunction with the policies listed below:

- **School Social Media & ICT Policy**
- **Whistle blowing**
- **Supporting children with medical needs**
- **Positive discipline including bullying, racial harassment and use of reasonable force**
- **Early years online safety and photographs and mobile phones**
- **Mobile phone and camera policy**
- **Educational visits policy**
- **Health and safety policy**
- **Checking the identity of visitors policy**
- **Safeguarding measures for parents**
- **Personal care continence policy**

- **Rules of responsible internet use**
- **Failure to collect a child policy**
- **Missing child policy**
- **Disclosure and barring service policy**
- **Disqualification by association policy**

Our policy applies to all staff, governors, volunteers and visitors to the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop

Overall aims:

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse, extremism and radicalisation
- To develop and promote effective working relationships with other agencies including local Prevent co-ordinators and police
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, a satisfactory DBS check and, where relevant, a disqualification by association declaration. This will be kept on a central record for audit.

Safe School & Safe Staff

We will ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has Lead Designated Safeguarding lead (DSL) Child Protection Officer (DCPO) responsibility

- On appointment, the DSL undertakes interagency training and also undertakes DSL 'new to role' and an 'update' course every 2 years. They will attend a briefing annually.
- All other staff have Safeguarding training updated as appropriate, at least annually.
- Ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (workshop to raise awareness of prevent) training
- A member of the Governing Body, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Executive Head or Head of School
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- Teachers are aware they have a mandatory duty to report disclosures of FGM of girls under 18
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), sex and relationship education (SRE), SMSC and Citizenship
- That enhanced DBS checks are in place for all Governors
- The Safeguarding Team consists of **Kathryn Swales DSL, Daniel walker, Kate Brewis, Jillian Pullen** and **Sarah Birkinshaw**
- All members of staff and volunteers are provided with child protection and prevent awareness information at induction.
- Staff and governors are made aware of how to identify and respond to risks to children from extreme or radical views
- All members of staff are trained in and receive regular updates in online safety and reporting concerns
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of induction procedures.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy and on the school website
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- Our procedures will be regularly reviewed and up-dated.
- The names of the designated members of staff for Child Protection will be clearly advertised in school.
- All new members of staff will be given a copy of Part 1 of Keeping Children Safe in Education (KCSIE) September 2016 , Annex A, Annex H and the child protection policy,
- A child going missing from education is a potential indicator of abuse or neglect. We will have clear guidelines and procedures in place for reporting missing children to the local authority and identify children who are repeatedly missing from education to help prevent risks of pupils going missing in the future.

The Designated Safeguarding Lead is responsible for:

- Referring a child if there are concerns about possible abuse, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Bradford Common Referral Form for Social Care
- Keeping records of concerns about a child on CPOMS even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Liaising with other agencies and professionals.

- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training annually, for all school staff.
- Providing an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

Early Help

We recognise that in order to secure best outcomes for children it is important to intervene at an early stage in a child's life or as soon as a problem arises. We will ensure that all staff have the necessary training in order to identify emerging problems and to work with parents/carers, the DSL and external agencies to support children and their families.

A Safe School Culture

Safe Recruitment and Selection

The school pays full regard to Safeguarding Children and Safer Recruitment in Education. Safe recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking DBS and disqualification by association checks.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of pupils.

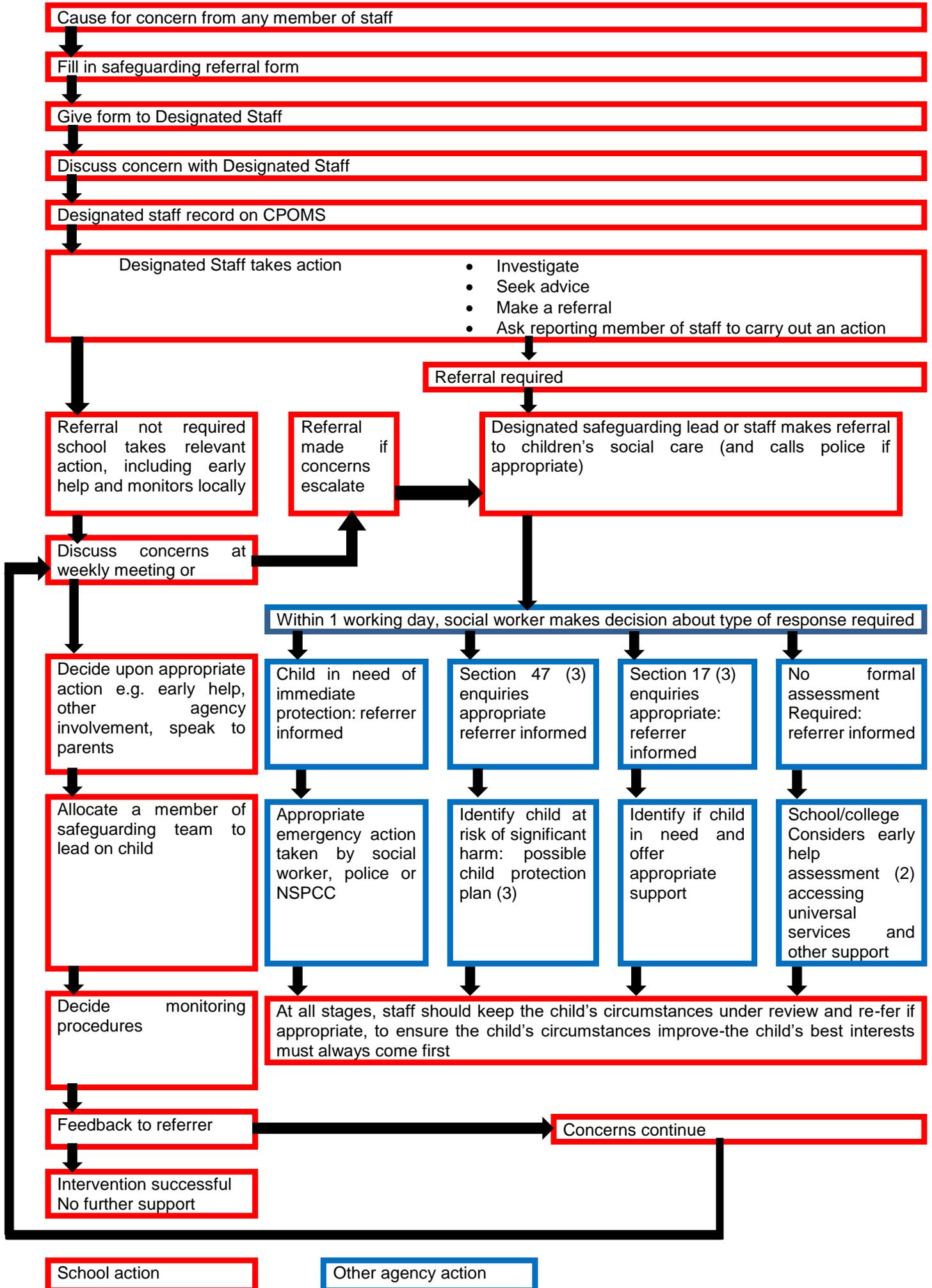
Staff support

We recognise the stressful and traumatic nature of child protection work. Support and advice is available for any member of staff from The Education Bradford Child Protection team, Duty Suite Suzanne Ellis Tel:01274 437043.

Staff training

- The Designated Staff will have attended the Named Person 2-day training course. They will attend refresher training at least every two years, and a briefing annually.
- The school will aim to ensure all staff receive induction on their first day in school and updated INSET appropriate to their roles and responsibilities. All staff will access refresher training annually. Access to training can be via the Education Bradford Child Protection Team, BSCB or in house training by the Designated Lead.
- Governors, including the Nominated Governor, will aim to have attended specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Designated Lead.

Actions where there are concerns about a child



Allegation against a member of staff or person known in the school

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- We understand that a pupil may make an allegation against a member of staff
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher
- The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO) without notifying the Head Teacher first.
- The school will follow the Bradford Safeguarding procedures for managing allegations against staff.
- In the event of an allegation against the Head Teacher the decision to suspend will be made by the Chair of Governors with advice from LADO

Whistle Blowing

- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
NSPCC Whistleblowing helpline: 0800 0280285
- Whistle-blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff

Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the *Positive Handling* technique.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti – Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety and pedestrian training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Vulnerable Children

Girlington Primary school recognises that some children *may* be more vulnerable to abuse and neglect. Factors that can increase vulnerability include communication barriers, assumptions that changes in behaviour/mood and injury are due to the child's disability.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, for example in relation to internet use, when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Logs of bullying/racist/behavior incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of after school clubs
- Review of annual report to the governing body

Appendix One

Definitions and indicators of abuse

Reference: Composite File, Section 2

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to, a child's basic emotional needs.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger
Tiredness or listlessness
Child dirty or unkempt
Poorly or inappropriately clad for the weather
Poor school attendance or often late for school
Poor concentration
Affection or attention seeking behaviour
Untreated illnesses/injuries
Pallid complexion
Stealing or scavenging compulsively
Failure to achieve developmental milestones, for example growth, weight
Failure to develop intellectually or socially
Neurotic behaviour

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. (This situation is commonly described using terms such as fictitious illness by proxy or Munchausen syndrome by proxy.)

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred
Finger, hand or nail marks, black eyes
Bite marks
Round burn marks, burns and scalds
Lacerations, wealds
Fractures
Bald patches
Symptoms of drug or alcohol intoxication or poisoning
Unaccountable covering of limbs, even in hot weather
Fear of going home or parents being contacted
Fear of medical help
Fear of changing for PE
Inexplicable fear of adults or over-compliance
Violence or aggression towards others including bullying
Isolation from peers

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, online sexual images or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate, selective mutism
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self-mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child though it may occur alone.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self-harming, drug or solvent abuse
Fear of parents being contacted
Running away
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

Non-organic Failure to Thrive

Children failing to reach normal growth and development milestones, where physical and genetic reasons have been medically eliminated, and a diagnosis of non-organic failure to thrive has been established... This could be due to persistent withholding of food as a

punishment, and the sufficiency and/or suitability of food for the child. This category can give rise to serious childhood illnesses, and may even be life threatening.

Signs of possible non-organic failure to thrive:

Significant lack of growth
Weight or hair loss
Poor skin or muscle tone

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting:
- Misappropriation of a child's finances
- Invasive procedures

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage

- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad – but not conclusively as most procedures are now undertaken in this Country
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that any female relative has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action without delay.

Teachers have a mandatory duty to report to police any instance where they 'discover' that FGM has been carried out on a girl under 18 and any concerns should be passed to the Designated Safeguarding Lead.

Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Appendix Two

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the Designated Lead or the member of the Safeguarding team, using the correct procedures.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Lead or; alternatively the **Education Bradford Child Protection Team**.

Appendix Three

Allegations against a member of staff or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- If a child makes an allegation against a member of staff, visitor or volunteer the Executive Head/ Head of School should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Exec Head/ HOS should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Exec Head/ HOS should consult with the education personnel section who will then contact Social Care. Our initial contact in such cases is Jennie Sadowskyj (01274 385617).
- The consultation between school, personnel and social care will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).
- Where the allegation has been made against the Headteacher, the abuse should be reported to the **Deputy Headteacher** who in turn should report it to the LEA and follow its procedures.

Girlington Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and

Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school Behaviour and anti-bullying policy
- Health and safety policy
- Procedures for assessing risk i.e. school trips
- Safer recruitment policies and practice
- Induction and Code of conduct for staff
- Policies that recognise specific vulnerable groups (e.g. SEN, Able and Talented)

Appendix 4

Child Protection Procedures Flow Chart January 2016

On discovery or suspicion of child abuse
If in doubt – ACT



Inform your Named Person for Child Protection

Mrs Kathryn Swales

Who should then take following steps



Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel No 01274 437500**
Out of hrs Emergency Duty Team **Tel No 01274 431010**
Named Persons may also seek advice from the Education Social Work Service
Tel 01274 439651



If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.



Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file.



Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed [here](#)
Retain a copy in school. Send copies to:

- Children's Social Care
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

Education Social Work Service: 01274 439651

Police: Javelin House, Child Protection Unit: 01274 376061

Appendix 5

Vulnerability to Radicalisation or Extreme View Points

Girlington Primary School recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

All staff will be aware they have legal responsibility under the Prevent Duty to make sure that:

- They have undertaken training in the Prevent Duty
- They are aware of when it is appropriate to refer concerns about pupils and or colleagues to the Designated Safeguarding Lead
- They exemplify British Values of 'democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs' into their practice.

If a concern is raised

- Identify the concern and record on a concerns form
- Report it to schools DSL
- Referrals will be made to the local prevent lead Michael Churley 01274 432816 or Alina Khan 01274 385620. Police 101
- Local prevent lead may refer to Channel for intervention and support

Appendix 6

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. This is heightened particularly if this occurs on repeat occasions. There is a need to quickly identify the risk of abuse and neglect, including sexual exploitation, and help prevent the risks of children going missing in the future.

It is essential that all staff are alert to the signs to look out for and the individual triggers to be aware of when considering the risk of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

School **must** have an admissions register and an attendance register and pupils **must** be placed on both.

School **must** inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the Head of School does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a pupil is to be deleted from the register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify (Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006) children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Schools **must** inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).